

Inspection report for early years provision

Unique reference number	EY363182
Inspection date	13/10/2011
Inspector	Cathryn Parry
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2007. She lives with her husband in the residential area of Selby in North Yorkshire. The whole of the ground floor and the bathroom and main bedroom on the first floor of the childminder's home is used for childminding. There is a fully enclosed garden for outside play. The childminder cares for children on weekdays from 8am to 5.30pm for 47 weeks of the year.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. There are currently four children on roll, all of whom are in the early years age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends a childminder drop-in centre on a regular basis. She receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the warm and welcoming environment. The childminder is keen to ensure all children are included in her setting. They have good opportunities to make progress in their learning and development as the childminder supports them well. Systems for involving parents and carers in the ongoing observation and assessment process are developing. The childminder reflects on her practice as part of the process to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further systems to involve parents and carers as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

Children experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are effectively reduced. The childminder demonstrates a clear understanding of safeguarding issues and procedures and is confident to act accordingly. This ensures children are well protected. Effective risk assessments are carried out to minimise potential hazards, providing a safe environment for children. The childminder has undertaken a range of training to develop her knowledge and enhance the learning and development opportunities she provides. Children choose activities independently from a comprehensive range of well-maintained resources, which are easily accessed.

Equality and diversity is effectively promoted. Relationships with parents and carers are good as the childminder keeps them fully informed on a daily basis of their children's progress and welfare. The childminder has a good awareness of the benefits of working with other professionals to enable children to meet their full potential. However, at the moment there is no need for her to initiate such links. There are currently no children attending who access care and education in more than one setting. However, the childminder demonstrates a good understanding of the benefits of sharing relevant information with other practitioners to ensure continuity and cohesion.

The childminder has a clear vision of how she wants her setting to improve. She follows a good self-evaluation process, which includes input from parents and carers. They feedback verbally and with written questionnaires to give the childminder a broader view of the service she offers. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on safeguarding children.

The quality and standards of the early years provision and outcomes for children

The childminder has a good understanding of the Early Years Foundation Stage framework and implements it well. She has a secure knowledge of individual children and plans and provides activities that will meet their needs and interests. The childminder tracks children's progress towards the early learning goals by recording observations in their individual learning journeys. However, systems to involve parents and carers in the ongoing observation and assessment process have not been fully explored. This impacts on her monitoring all of the achievements children make.

The range of planned and spontaneous activities ensures each of the areas of learning is well covered. Children benefit from a flexible routine, including a good balance of child-initiated and adult-led activities. The childminder's confident approach to equality and diversity contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of resources reflecting different cultures and people's differing needs. Consistent encouragement ensures children are developing a good knowledge of what is right and wrong. They have good opportunities to learn about the natural world as they feed the ducks and explore the snow. Children are forming friendships with their peers and play cooperatively, learning to take turns, share and compromise. The selection of books made available to children and trips to the library effectively nurtures their enjoyment of the written word. The childminder naturally develops children's awareness of problem-solving, reasoning and numeracy concepts. Examples of this are where they sing number rhymes, complete jigsaws and weigh ingredients for baking. A variety of creative activities promote children's self-expression whilst having fun.

Regular use of the garden, walks to the park and outings to the soft play centre provide opportunities for healthy exercise to encourage children's physical

development. Children develop their skills for the future as they access interactive resources. They show a strong sense of belonging and demonstrate a good understanding of how to keep themselves safe. This is effectively encouraged with a variety of activities, including, using inflatable traffic signs in the garden to nurture children's road safety knowledge. Parents provide their children's meals. However, the childminder complements these with healthy snacks, including fresh fruit. Children have a good understanding of personal hygiene practices, which are further embedded with established routines being in place.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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